

Student Learning Outcomes Guidance: Initial Draft for Review and Feedback

*This initial **DRAFT** guidance is intended to give districts and BOCES a starting point for determining the 50% student growth or student learning outcomes portion of teacher and principal evaluations. CDE is collecting feedback to improve this guidance over time. Please use the "[Provide Feedback](#)" links throughout the document to submit feedback to CDE.*

To support students, Colorado has adopted new standards for what students should know and be able to do at each level of their schooling, implemented school and district accountability strategies that are tied to unified improvement planning, and has adopted standards for educators who are evaluated annually. Each of these improvement efforts has the shared purpose of improving student learning and raising student achievement levels. It is important to recognize the interdependence of each of these strategies so that they can be implemented as parts of a cohesive and aligned system. It is also important to ensure that these strategies are grounded in student learning and focused on what all educators in the system need to be doing to continuously improve the learning environment for students.

Senate Bill 10-191, the Great Teachers and Leaders Act, shares this focus on learning, ensuring all students have outstanding teachers and leaders who work together to improve learning outcomes for all students. S.B. 10-191 requires educators to be evaluated annually with 50% of their overall rating based on student growth, or student learning outcomes. This document is intended to provide a step-by-step process for including student learning outcomes, of which student growth is a subset, as a part of educator evaluations.

Throughout this document the term "growth" is intended to mean student learning over time. The intent of Senate Bill 10-191 and the State Board of Education rules is to ensure that students make at least a year's growth in a year's time regardless of where the student begins and to ensure that educator's use multiple types of assessments to determine how much learning has occurred. This guidance refers to the multiple measures of student learning, including growth, as student learning outcomes. The reason for this is that many assessments may be used to contribute to an educator's body of evidence however very few assessments can be called "growth" measures. Student learning outcomes are inclusive of student growth, such as data generated from the Colorado Growth Model, as outlined in Senate Bill 10-191.

The steps outlined in this document are intended to provide discussion points for district and BOCES leadership as they work with their personnel evaluation committees to make district level/school level decisions about how student learning outcomes will be used in educator evaluations.

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Step 1: Review the requirements for using student learning outcomes in evaluation

Definition of student learning outcomes in an educator evaluation context (student academic growth is a subset)

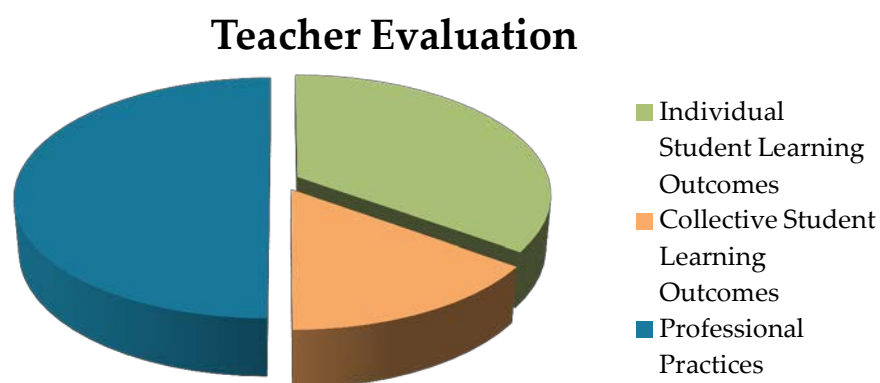
Fifty percent of an educator's evaluation in Colorado is required to be based on multiple measures of student learning. Calculating student academic growth requires specific conditions to exist. Because student academic growth is difficult to calculate when such conditions do not exist, districts are required to include multiple types of learning outcomes in an educator's body of evidence. **Student learning outcomes** may include student academic growth as well as results from many types of measures that districts may choose to use in educator evaluation. Districts are encouraged to provide training and support to their educators in how to differentiate goals taking into consideration the individual needs of their students as they progress towards mastery of the Colorado Academic Standards (CAS). A year's growth in a year's time is the minimum expectation for student growth, or for student learning outcomes.

Required components for attributing student learning outcomes

There are four requirements for attributing student outcomes in educator evaluation listed below. These requirements are not mutually exclusive (satisfying one requirement might satisfy another).

1. One or more measures of *individually* attributed student learning outcomes
2. One or more measures of *collectively* attributed student learning outcomes
3. When available, statewide summative assessment results
4. When statewide summative assessments occur in consecutive years, Colorado Growth Model results

In the teacher evaluation illustration below, the left side represents professional practices while the right side represents individual and collective attribution of student learning outcomes, the two main components that must be included in an educators' body of evidence. Districts may weight the collective and individual components differently as long as they represent half of the overall evaluation.



**For illustration purposes, this chart reflects sample weighting only.*

Individual attribution refers to student learning outcomes on a measure that are attributed to an individual licensed person (e.g. Reading student learning outcomes for a 1st grade teacher's students).

Collective attribution refers to student learning outcomes on a measure that are attributed to two or more licensed persons (e.g. 10th grade math TCAP growth– all secondary math teachers in school).

Caution about collective attribution: A balanced amount of collective attribution enhances the investment of teachers in the success of students on a broader range of student learning outcomes, thus contributing to improved student learning. This is especially true when teachers share attribution with one or more teachers who are on a *teacher team* with them. Collective attribution with teacher teams not only promotes collaboration among teachers, but also increases the element of evaluation fairness, since each teacher on the team has a significant measure of influence on student outcomes. However, an overly high percentage of collective attribution will decrease the ability at the school or district level to recognize high-performing teachers (who may be held back by the average) and to identify struggling teachers (who may be “propped up” by the average). Therefore, it is imperative that districts understand the importance of finding the right balance between collective and individual attribution.

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Step 2: Determine how student learning is currently measured in your district

Teachers use a variety of assessments/measures to assess student learning every day. They use the information to inform instruction and assign grades to students. Districts are encouraged to conduct an assessment inventory to identify what is being used to measure student learning and what assessments are appropriate to include in an educator's body of evidence for evaluation. Once the assessment inventory has been conducted, districts can use the results to identify where additional assessments are needed in Step 3.

Tools/resources to assist with Step 2:

Assessment Inventories: These assessment inventory templates are created for use in a [traditional elementary middle school](#) and [high school](#) models. The inventories allow educators to determine what assessments they currently have in place and to identify areas where there may be gaps. This is a first step that district/schools can take in order to use multiple assessments for educator evaluation. Districts are encouraged to synthesize the inventories and may prioritize assessments that are used for progress monitoring as a part of their Unified Improvement Plans (UIP).

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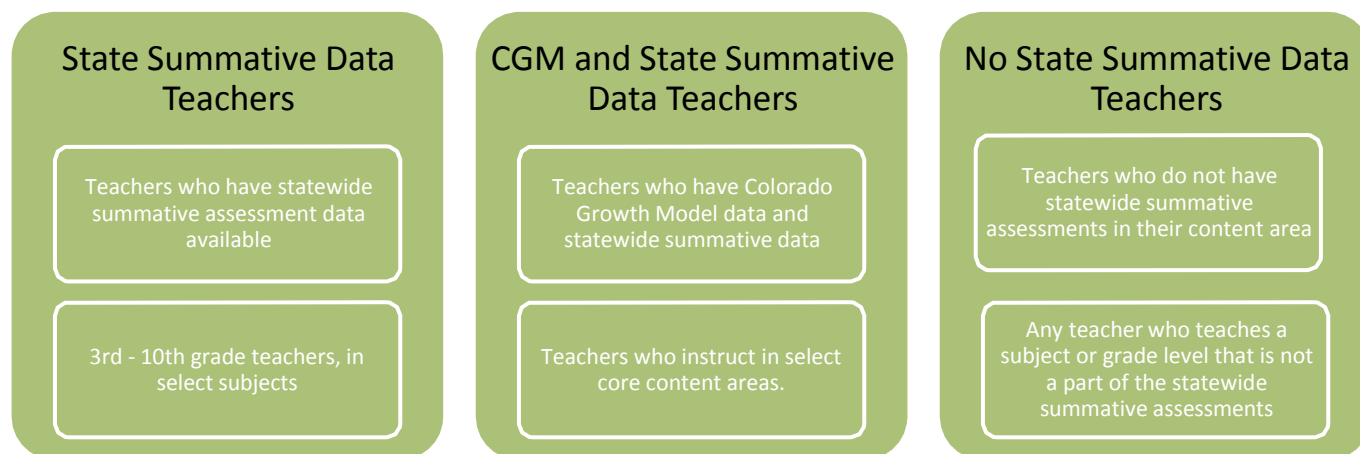
Step 3: Select multiple measures of student learning to be included in evaluations

Once districts have determined how student learning is currently being measured, districts may select the assessments and other evidence of student learning that they currently use and are appropriate as multiple measures in educator evaluation. Additionally, districts may use the CDE Resource Bank and district/vendor-created assessments to address assessment gaps*. In collaboration with teachers, principals and associations *where applicable*, districts will need to develop processes for how to select the multiple measures that will be used in their evaluations.

** When selecting measures to fill gaps, districts should consider how the measures support teachers in improving instruction and are aligned to the standards that are being taught.*

Categorizing teachers based on types of available assessments/measures

In reviewing the requirements for assigning student learning outcomes to educators, it is clear that many teachers will not have all the assessments listed in the requirements. Because assessments are more available for certain groups of teachers than they are for others, it is useful for districts to categorize teachers into groups based on the types of assessment data available. Below is an example of how teachers can be categorized based on teaching assignment and data available. ([see also State Council for Educator Effectiveness' Student Growth Work Group report](#))



Districts may increase comparability among teachers by categorizing them based on the types of assessment data that is available for use in educator evaluation.

Examples:

Brittany is a 5th grade teacher. Her team does not departmentalize content areas, making her responsible for teaching all core content areas for her class. By knowing what Brittany is responsible for, we know that she will have statewide summative data in math, science, reading, and writing. Brittany will also have Colorado Growth Model results in math, reading, and writing and results from district and classroom assessments.

Henry is a 10th grade social studies teacher, so he does not have any statewide summative data available in his content area. Henry does have end of course exams and projects. He also requires his students to do a lot of writing. Henry's department coordinates with the English Department to meet UIP writing targets and has established that all the teachers in Henry's school will have a portion of their evaluation based on the 10th grade TCAP writing growth scores.

Tools/resources for completing Step 3:

- [CDE Resource Bank](#): The first items in the CDE Resource Bank are assessments which will provide districts with a starting point for assessing student learning and may be used for educator effectiveness purposes.
- [Assessment Review Tool](#): The Assessment Review Tool is designed to help Colorado educators rate an assessment's potential for measuring student academic growth aligned to the Colorado Academic Standards. The collaborative use of this tool is one way that districts and BOCES can include teachers in a discussion regarding the assessment measures used in their performance evaluations. Proper use of the Assessment Review Tool requires thorough documentation of the rating for each assessment and, in turn, will build confidence and support in using the assessments for evaluation purposes. Use of the Assessment Review Tool is a first step in ensuring that measurements of student academic growth are fair, valid and reliable. Users will need to use Microsoft Excel or a compatible program to access and use the tool.

Select assessments based on the required components for attributing student learning outcomes Districts can identify many assessments that may be used in educator evaluation. Districts are advised to keep the assessment selection process simple by selecting the assessments that will have the greatest impact on student learning and are the most appropriate for measuring student learning impacted by an educator.

Using statewide summative data for evaluation purposes

When statewide summative data is available, use it as one of the multiple measures to inform student learning outcome ratings. Statewide summative data can be applied to teachers in either an individual or collective attribution. This data will be available in three forms:

- The Median Growth Percentile (MGP) from the Colorado Growth Model (CGM)
 - 4th -10th grade reading, writing and math
 - 1st -12th grade English language proficiency growth
- Proficiency scores
 - 3rd grade reading and math, and 5th, 8th, 10th grade science
 - Social studies will be added to the state summative system in 2013-14
- Data from the School Performance Framework

Districts decide how these measures will be included in the multiple measures selected for determining a student learning outcomes score for the teacher evaluation. Districts need to consider the timing of data release and options in how this data can be used in a timely manner. For example, current year state summative data may not be available before the end of the school year. However, since it is required that this data be a part of teacher evaluations, it is suggested that *prior year* statewide summative data be used in current year calculations.

Using multiple years of student growth to determine educator effectiveness

Research has shown that student growth outcomes can vary widely from year to year even in classrooms of highly effective teachers. In order to soften the effect of this student growth variance, districts are encouraged to allow a combining of student growth over multiple (typically three) years. In this way, student learning outcomes become more consistent over time resulting in more fair and reliable educator evaluations.

Determining individual and collective attribution

Colorado's evaluation rules require that a teacher's student learning outcome rating includes both an individual attribution (individual impact) and a collective attribution (a learning outcome that is shared with other educators that contribute to the learning that is evidenced).

There are three main considerations that teachers and administrators should keep in mind when deciding on measures to use for the collective attribution component.

1. Use scores that reflect small team or partnership efforts to enhance validity.
2. Include multiple measures as evidence of the educator's instructional responsibilities. Be aware that "double-dipping" of measures, for example counting math TCAP as a collective grade level measure and then counting it again as an individually-attributed measure could result in a higher percent of math TCAP than is actually desired.
3. Create partnerships or teams where teachers have an opportunity to impact growth.

Example:

Brittany is required to include the Colorado Growth Model results for reading, writing, and math. Brittany also has a district-created science summative assessment, a writing assessment, and a reading assessment that measures the learning of her students relative to the content standards adopted by the district and implemented district wide.

Henry does not have a state summative assessment in social studies. Even when a social studies state summative becomes available for Henry, no CGM will be available. This year, Henry will use his end of year exam, projects, and a TCAP writing component.

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Step 4: Set student learning outcome targets based on data from the selected measures

The goal of the system is to measure student learning in order to inform instructional practice, identify successful teaching practices, and to ensure that students are making a year's worth of learning in a year's time. In Step 3, districts identified the measures that would be used to measure student learning outcomes. In this step, districts work with educators to set rigorous student learning outcome targets for the student in their classes/schools.

Using Student Learning Objectives for student learning outcomes

Student Learning Objectives (SLOs) are defined by S.B. 10-191 as “a participatory method of setting measurable goals, or objectives for a specific assignment or class, in a manner aligned with the subject matter taught, and in a manner that allows for the evaluation of the baseline performance of students and the measureable gains in student performance during the course of instruction.” In practical terms, a principal and teacher together agree on a baseline and an assessment that has been aligned to the Colorado Academic Standards for measuring an aspect of student learning. SLOs can be used to focus and organize the calculation of teachers' contributions to student learning outcomes.

If you need more information on Student Learning Objectives, the Reform Support Network (RSN) has a comprehensive toolkit consisting of tools developed by leading practitioners as well as RSN. [Click here to access.](#)

Steps for creating Student Learning Objectives

Teachers may collect or analyze baseline data for the cohort of students in their class or classes, or may use historical data that is relative to their class to set learning outcome targets for success. Because relevant baseline data for cohorts of students may not exist, historical data might be all that is available to the teacher to set targets (e.g. percent scoring 3 or higher on AP exams, percent proficient or advanced on the 3rd grade state summative). Although these SLOs depend entirely upon data from a different cohort of students, they can be very appropriate in the context of educator evaluation.

1. **Collect baseline data.** Baseline data is needed to identify the starting point to assess student learning over time. This data can be gathered from sources such as a pre-test, fall benchmark assessment, rubric (on a performance task or project), or information gleaned from students' prior performance on assessments (i.e. previous year's performance on state or district assessments).

Example:

Brittany and her team administered the district reading assessment to her 5th grade students during the first four weeks of school to get baseline scores for each of her students. For her math measure, she will use the students' 5th grade math median growth percentile (MGP) knowing that the MGP includes her students' 4th grade performance for comparison. Brittany will give her students a writing prompt at the beginning of the year. Using a district approved rubric, she will calculate baseline scores. This writing assessment will also serve to help her plan differentiated instruction to meet the needs of each of her students.

2. **Analyze the baseline data to set appropriate student learning outcome targets that, at a minimum, represent one year's growth in a year's time.** There are many ways to analyze the baseline data. Below is one option to do this in order to set student learning outcome targets.

**For simplicity, only one of the multiple measures will be illustrated for each teacher (Brittany and Henry).*

Example:

Brittany organized her district reading scores in ascending order:

18	24	24	30	38	40	40	50	50	50	50	50	50	60	60	60	60	70	70	70	80	80
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Brittany looked for any values in the set that were much higher or lower than the bulk of the scores. There were no outliers in her data set, but she could see several clusters that would indicate multiple student learning targets were needed. See Grade Level Equivalent reading scores for Brittany's class in Exhibit S1 below.

Exhibit S1. Brittany's FALL reading levels and range of scores for her class

Reading Levels	18-30	38-40	50	60-80
Grade Level Equivalent	Beginning of 2nd grade- beginning of 3rd	End of 3rd grade- 4th grade	5th grade- 6th grade	7th – 8th grade
Number of students in group	4	3	5	9

Example:

Henry has an end of year assessment available to measure how much of the social studies content have been mastered in his classes. He does not have a pretest available for this assessment. The primary information that Henry has available to determine a student learning target for creating a Student Learning Objective (SLO) is the end of year exam results for his tenth grade students in the previous year's cohort. The median grade for that cohort of students was 75%.

3. **Set rigorous learning targets.** Teachers may create Student Learning Objectives that may include multiple standards. The objectives should focus directly on students' progress towards mastery and be based on at least a year's growth in a year's time.

Below are three sample ways a teacher can use baseline data to set student learning outcome targets. They can be set for individual students, groups of students, or for the whole group. Some effective strategies are:

- Setting student learning outcome targets for individual students could be an effective strategy for the special education teacher, where she may have 15 students who have very different goals based on IEPs.
- Setting student learning outcome targets for multiple small groups could be an effective strategy for interventionists and teachers planning instruction for small group settings.
- Setting student learning targets for a large group could be an effective strategy for teachers when planning instruction for all students learning new content.

Example:

Brittany noted that students should read at a level 60 by the beginning of 6th grade. She also considered the developmental levels of her students, what she knows about the rate of remediating reading skills and complexity of text and task as reading levels increase. She set learning targets that strive to catch up her students who are reading below grade level, while providing rigorous objectives for her students who are at or above grade level.

Exhibit S2. Brittany's reading levels and range of scores with student learning outcome targets

	Reading Level 18-30	Reading Level 38-40	Reading Level 50	Reading Level 60-80
Grade Level Equivalent	Beginning of 2 nd grade - beginning of 3 rd	End of 3 rd grade - 4 th grade	Beginning 5 th grade	7 th – 8 th grade
Growth Target and Considerations	These students will increase their reading level to at least level 40 - 4 th grade.	These students will increase their reading level to at least level 50 - 5 th grade.	These students will increase their reading level to at least level 60 - 6 th grade.	The students that are reading at/above grade level will increase their reading level by at least one year.

Example:

Henry and his principal used the results of the 10th grade end of year social studies exam from last year to create a rigorous SLO. They saw that the median for those students on the end of year exam was 75%. In comparing last year's cohort with this year's students, they saw that the spring writing TCAP scores for the current students were as good as the writing TCAP scores of the previous cohort taken in the previous spring. This gave some indication of the relative baselines of these two cohorts. They agreed that if Henry could keep the students for the current year at or above this proficiency level, he would earn a score of expected student learning outcome for this measure. The table below shows the complete SLO scale for this measure.

Exhibit S3. SLO scale for Henry's social studies end of year exam

SLO Scale for Social Studies EOY Exam				
Scale score	Much lower than expected student learning outcomes	Lower than expected student learning outcomes	Expected student learning outcomes	Higher than expected student learning outcomes
	Scale score =1	Scale score = 2	Scale score = 3	Scale score = 4
Student median	Less than 64%	65-74%	75-84%	Greater than 85%

4. **Monitor students' progress towards proficiency throughout the class or course and make adjustments to instruction as needed.** While the final assessment of students' progress towards meeting the objectives is likely to occur at the end of the class or course, assessing students at multiple points throughout the year provides important information for teachers to use in adjusting and differentiating their instruction to ensure that learning objectives are achieved. A mid-year meeting is recommended with the administrator to discuss progress towards learning objectives and additional supports that may be needed to help students reach their targets.

Example:

Brittany immediately began small group reading instruction for all groups. She monitored her students' progress toward mastery of their reading strategies. She realized that her 2nd - 3rd grade level reading group was not improving at the rate she had expected. She increased the number of times she met with this group and ensured that all were included in the reading intervention program. Brittany made adjustments to her instruction that met the specific needs of her students. This demonstrates effective teaching that is driven by progress monitoring of developing skill and reflective practice.

While Henry was creating his social studies project with a team of district social studies teachers, the group planned that it would require a significant amount of writing for their students. Henry asked the principal if there was professional development available that would allow him to teach his students to find resources that they needed to optimize their writing, especially to collaborate in producing a final document. The principal asked the district for assistance, and they held a seminar on honing these skills for Henry and other district teachers. Henry's team collaborates with the English Department to create a rubric to monitor student content knowledge (social studies) and writing skills at various points during the project. The English Department agreed to provide instruction to the 10th graders on writing across content.

5. *Assess students' progress and determine whether learning objectives have been met.* The assessments used and targets for this step will have already been agreed upon by the teacher and their evaluator.

Exhibit S4. Sample of Brittany's 5th grade baseline reading scores

Brittany has 21 students in her 5 th grade classroom. At the beginning of the year, her team administered the district reading assessment to determine baselines. She decided upon learning objectives for her class, and created a target for each student.	Fall 5 th grade reading level	End of 5 th grade reading level	Student Learning Target (demonstrating growth based on SLOs)
Reginald	18	38	40 (not met)
Marcus	40	50	50 (met)
Sheila	70	80	80 (met)
Candace	24	40	40 (met)
Rebecca	50	70	60 (exceeded)
(list continues....)			
Number of students meeting their student learning target = 17			
Percentage of students meeting their student learning target = $17/21 = 80\%$ (see Step 5)			
13/21 students exceeded their student learning outcome targets or 62% exceeded			

Creating a scale to determine expected outcomes individually and in aggregate

Scaling SLO's

The following example scale rates the percentage of Brittany's students who achieved their learning targets.

Exhibit S5. Scale for Brittany's Student Learning Objectives

Scale for Measuring	Much lower than expected	Lower than expected	Expected	Higher than expected
	Scale score = 1	Scale score = 2	Scale score = 3	Scale score = 4
% of students meeting their student learning outcome targets	Less than 59% of students met their targets	60 to 79% of students met their targets	80 to 100% of students met their targets	More than 65% of students exceeded their targets and at least 80% of students met their targets

Example:

Because 80% of Brittany's students met their student learning objective targets, Brittany will receive a student learning outcome score of 3 (expected student learning outcome) for her reading learning measure.

Scaling the state summative test

The scales in Exhibits S6a and S6b categorize Colorado Growth Model (CGM) results ranging from much lower than expected, with a median growth percentile (MGP) of less than the 37th percentile, to higher than expected, with a MGP at the 59th percentile and above. These scales are based on the School Performance Framework (SPF) cut points that have been in place for determining school academic growth ratings.

Exhibit S6a. Scale for Elementary and Middle School state summative test

Scaling for Colorado Growth Model	Much lower than expected student learning outcomes	Lower than expected student learning outcomes	Expected student learning outcomes	Higher than expected student learning outcomes
	Scale score = 1	Scale score = 2	Scale score = 3	Scale score = 4
Median Growth Percentile	1 to 36	37 to 46	47 to 58	59 to 99

Exhibit S6b. Scale for High School state summative test

Scaling for Colorado Growth Model	Much lower than expected student learning outcomes	Lower than expected student learning outcomes	Expected student learning outcomes	Higher than expected student learning outcomes
Median Growth Percentile	Scale score = 1 1 to 32	Scale score = 2 33 to 46	Scale score = 3 47 to 59	Scale score = 4 60 to 99

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Step 5: Weight and combine the results of the multiple measures to get a single student outcomes score for educator evaluation

Districts that have categorized teachers in Step 3 can now determine how each of the selected measures will be weighted. In collaboration with teachers, principals and associations *where applicable*, districts determine the weights for each of the multiple measures. By categorizing and assigning standard weights for each group of teachers, districts are providing district level guidance and increasing comparability.

To assist districts in visualizing the combination of multiple measures and the impact that weighting has on the overall student learning outcomes score for use in educator evaluation, CDE has developed an Excel tool for use by the personnel evaluation committee and educators. ([Click here to access the CDE Student Learning Outcomes Excel Tool](#)). In the below examples for Brittany and Henry, examples are given to show how the CDE Student Learning Outcomes Tool is used to determine a final student learning outcomes rating.

The statute and rules do not specify a minimum weight for either individual or collective attribution measures. Exhibit S7 is an example of the weights set for Brittany's student learning outcomes at the beginning of the school year.

Caution about weighting collective attribution

A balanced amount of collective attribution enhances the investment of teachers in the success of students on a broader range of student learning outcomes, thus contributing to improved student learning. This is especially true when teachers share attribution with one or more teachers who are on a *teacher team* with them. Collective attribution with teacher teams not only promotes collaboration among teachers, but also increases the element of evaluation fairness, since each teacher on the team has a significant measure of influence on student outcomes. However, an overly high percentage of collective attribution will decrease the ability at the school or district level to recognize high-performing teachers (who may be held back by the average) and to identify struggling teachers (who may be "propped up" by the average). Therefore, it is imperative that districts understand the importance of finding the right balance between collective and individual attribution.

Step-by-step examples of calculating the final student learning outcomes ratings

(CDE has designed a Student Learning Outcomes Tool in Excel to assist with this process)

Brittany

Combine multiple student learning outcomes to determine a final student learning outcomes score:

1. Using the weighted pie chart (Exhibits S7 and S8 below), convert weight percentages for each measure to a decimal value.
(e.g. 15% = .15)

For steps 2 through 5, refer to Exhibit S8 for an example.

2. Multiply student learning outcome x weight to find the weighted score for each measure.
(e.g. for reading: $3 \times .10 = .30$)

3. Add weighted scores from each measure to find the subtotal.
(e.g. in the raw score column: $.30 + .60 + .45 + .15 = 1.50$)

4. Multiply the subtotal by 2 to calculate the final score. (Reason: since the weighted scores only total to 50%, multiplying by 2 produces an overall score).

(e.g. final score = $2 \times 1.50 = 3.00$)

5. Apply the final score to the overall student learning outcomes rating scale in Exhibit S10 to determine the final combined student outcomes rating.

(e.g. 3.00 in the last column is between 2.50 and 3.49, the *expected student learning outcomes range*)

Exhibit S7. Brittany's pie chart with weighted multiple measures

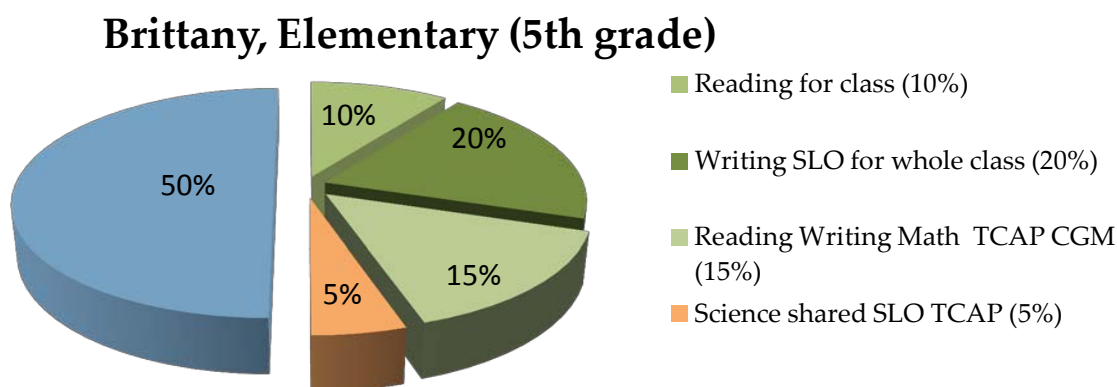


Exhibit S8. Combining assessments for Brittany, elementary (5th grade)

Student Learning Measure	Student Score	Student Learning Outcome Score	Weight	Weighted Score
Reading (Individual)	80% met their targets ¹	3	.10	.30
Writing SLO (Individual)	76% met their targets ¹	3	.20	.60
Reading, Writing, Math TCAP CGM (Individual)	Combined MGP ² = 52	3	.15	.45
Science SLO TCAP (Collective)	70% met their targets ¹	2	.05	.15
Calculated Weighted Average		Subtotal		1.50
		Subtotal X 2 = Overall SCORE		3.00
		FINAL Combined Student Learning Outcome Rating		Expected Student Learning Outcomes

1 See [Exhibit S5](#), Scale for Brittany's Student Learning Objectives

2 See [Exhibit S6a](#), Scale for state summative test

Exhibit S9. Sample student learning outcomes scale

Much lower than expected student learning outcomes	Lower than expected student learning outcomes	Expected student learning outcomes	Above expected student learning outcomes
1.00 to 1.49	1.50 to 2.49	2.50 to 3.49 (Brittany 3.00)	3.50 to 4.00

Example:

Brittany's final student learning outcomes rating:

Each of Brittany's student learning measures was given a student learning outcome score. Each measure's score was multiplied by the weight set by her district or administrator to give a weighted score. All weighted scores were added together to determine the subtotal. Brittany's subtotal was multiplied by 2 for an overall score. The overall score of 3.00 was applied to the final student learning outcomes rating scale, earning Brittany a final student learning outcomes score of "expected learning outcomes." In step 6, Brittany's final student learning outcomes score will be combined with her final professional practices rating to determine her overall evaluation rating.

Student Learning Outcomes Tool: Example – Brittany: This example shows how the CDE Student Learning Outcomes Tool could be used in determining Brittany's final student learning outcomes rating.

Henry

Exhibit S10. Henry's pie chart with weighted multiple measures

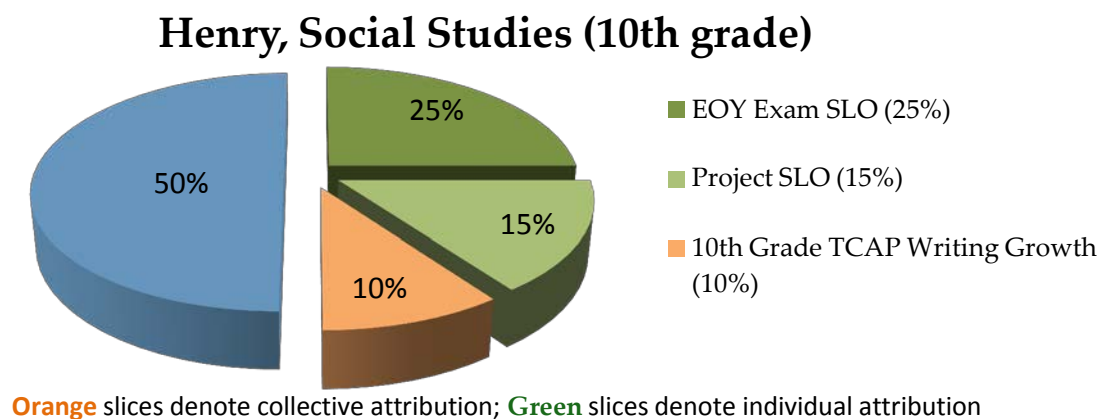


Exhibit S11. Combining assessments for Henry, high school social studies (10th grade)

Student Learning Outcome Measures	Student Score	Student Learning Outcomes Score	Weight	Weighted Score
EOY Social Studies Exam SLO	More than 87% met or exceeded objective ¹	4	.25	1.00
Social Studies Project SLO	More than 80% met or exceeded objective	3	.15	.45
10th Grade Writing TCAP	MGP = 57 ²	3	.10	.30
Calculated Weighted Average		Subtotal		1.75
		Subtotal X 2 = Overall Score		3.50
		Final Combined Student Learning Outcomes Rating		Above Expected Student Learning Outcomes

1 See [Exhibit S3](#), Principal and teacher SLO scale for EOY exam

2 See [Exhibit S6b](#), Scale for state summative test

Exhibit S12. Sample student learning outcomes scale

Much lower than expected student learning outcomes	Lower than expected student learning outcomes	Expected student learning outcomes	Above expected student learning outcomes
1.00 to 1.49	1.50 to 2.49	2.50 to 3.49	3.50 to 4.00 (HENRY 3.50)

Example:**Henry's final student learning outcomes rating:**

Each of Henry's student learning measures was given a student learning outcomes score. Each measure's score was multiplied by the weight set by the principal to give a weighted score. All weighted scores were added together to determine the subtotal. Henry's subtotal was multiplied by 2 in order to find the overall score. The overall score of 3.50 was applied to the final student learning outcomes rating scale, earning Henry a final student learning outcomes rating of above expected student learning outcomes. In step 6, Henry's final student learning outcomes rating will be combined with his final professional practices rating to determine his overall evaluation rating.

Student Learning Outcomes Tool: Example – Henry: This example shows how the CDE Student Learning Outcomes Tool could be used in determining Henry's final student learning outcomes rating.

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Step 6: Combine student outcomes rating with the professional practices rating for a final overall evaluation rating

In Step 6, the final student learning outcomes score that was calculated in the first five steps will be combined with the final professional practices (teacher Quality Standards I-V) rating to determine the overall teacher effectiveness rating. This will occur through a decision matrix that CDE is currently refining. Guidance on this final step is forthcoming.

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